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ABSTRACT

This course of study guide describes the social studies curriculum to be offered by Idaho schools for secondary students. The guide puts forth content requirements that local school districts need to meet. The following courses are covered: United States history, American government, and economics. The information for the courses includes a description, a list of critical components, and the goals and objectives for satisfying the critical components. For example, the critical components for the U.S. history course are identified as world expansion, the progressive era, World War I, the twenties, the world depression, World War II, American foreign policy in post World War II, turbulent times in America: 1960s-1970s, America's role in the world in the 1960s and 1970s, and challenges for the future. (DB)

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ED349207

SOCIAL STUDIES

SECONDARY

COURSE

OF

STUDY

U.S. DEPARTMENT OF EDUCATION
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SO 022 288

JERRY L. EVANS
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

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POSITION STATEMENT

It has been suggested that local districts may consider a different sequencing for the social studies. A course in World Geography be taught at the 7th grade level. The emphasis would be physical, political and economic geography.

World History could be offered at the 8th grade level. The emphasis for this course would be on cultures and world understandings.

A course in U.S. History with an emphasis on United States from the Discovery Period through Reconstruction be taught on the 9th or 10th grade level with a unit on Idaho taught during the Westward Expansion era. This course could include art, literature, music and American History to fill the humanities requirements for some students. In the 11th grade, emphasis is placed on achievement and progress of the U.S. since Westward Expansion. At the senior high school level, American Government and Consumer Economics be offered.

The local district is encouraged to be flexible in developing a Social Studies program that meets the needs of students with varying abilities and interests.

INTRODUCTION

Citizen participation in public life is essential for the health of our democratic system. Effective social studies programs help prepare students identify, understand and work to solve problems that face our increasingly diverse nation and inter-dependent world organized. A well-designed social studies curriculum:

- Begins in pre-school and continues throughout formal education and include a range of related electives at the secondary level.
- Fosters individual and cultural identity.
- Includes observation of an participation in the school and community as part of the curriculum.
- Deals with critical issues in the world as it really is.
- Prepares students to make decisions based on American principles.
- Demands high standards of performance and measure student success by means that require more than the memorization of information.
- The social, political and economic reasons that caused people to immigrate to America in the late 1800's.
- The social, political and economic effects of the immigration movement in America.
- The role of labor unions in America.
- Depends on innovative teachers broadly prepared in history and the humanities, social sciences and in educational theory and practice.
- Involves community members as resources for program development and student involvement.
- Leads to citizenship participation in public affairs.
- Fosters attitudes and values for participating in a democratic society.

A curriculum of such a design contributes not only to the development c students capacity to read and analyze, but also to link knowledge and skills with an understanding of and committment to democratic principles and their application.

Critical Components

A. Encouragement of citizen participation in society.

- Informed - aware and involved with solving local, state, national and world problems.

B. Acquisition of knowledge in the social studies

- Anthropology
- History
- Geography
- Government
- Economics
- Psychology
- Sociology

C. Development of study skills for functioning effectively in a complex society

- Data gathering
- Intellectual skills
- Interpersonal skills
- Decision-making

D. Appreciation of values for effective citizenship

- Justice
- Equality
- Responsibility
- Freedom
- Diversity
- Privacy

015.0805

UNITED STATES HISTORY

Philosophy

Citizen participation in public life is essential for the health of our democratic system. Effective social studies programs help prepare students to identify, understand and work to solve problems that face our increasingly diverse nation and interdependent world organization. A well-designed social studies curriculum:

- Begins in pre-school and continues throughout formal education and includes a range of related electives at the secondary level.
- Fosters individual and cultural identity.
- Includes observation of and participation in the school and community as part of the curriculum.
- Deals with critical issues in the real world.
- Prepares students to make decisions based on American principles.
- Demands high standards of performance and measures student success by means requiring more than the memorization of information.
- Helps students realize the social, political and economic reasons that caused people to immigrate to America in the late 1800's.
- Helps students realize the social, political, and economic effects of the immigration movement in America.
- Helps students understand the role of labor unions in America.
- Depends on innovative teachers broadly prepared in history and the humanities, social sciences, and in educational theory and practice.
- Involves community members as resources for program development and student involvement.
- Leads to citizenship participation in public affairs.
- Fosters attitudes and values for participating in a democratic society.

A curriculum with such a design contributes not only to the development of a students' capacity to read and analyze, but also to their ability to link knowledge and skills with an understanding of and commitment to democratic principles and their application.

In addition to the above curriculum design, an effective social studies program would promote:

1. Informed citizens who are aware and involved with solving local, state, national and world problems.

2. The acquisition of knowledge in the social studies by understanding the various disciplines of the social sciences; (i.e., anthropology, history, geography, government, economics, psychology, and sociology.

3. The development of study skills for functioning effectively in a complex society. Such study skills include data gathering, intellectual skills, interpersonal skills and decision making.

4. The appreciation of values for effective citizenship. Such values include justice, equality, responsibility, freedom, diversity, and privacy.

015.0805

UNITED STATES HISTORY

Course Description

United States History is a required one unit course designed to help students understand that our country emerged from a combination of many races, nationalities, and religions to become a world power. This course will be taught in the eleventh grade and cover the time period from the Industrial Revolution to modern times. A contemporary problem solving approach is recommended at this level. All social studies disciplines need to be integrated into this course.

Critical Components

In order to satisfy the state graduation requirement, American history classes must deal significantly with:

- World Expansion
- The Progressive Era
- World War I
- The Twenties
- The World Depression
- World War II
- American Foreign Policy in Post World War II
- Turbulent Times in America 1960's - 1970's
- America's Role in the World in the 1960's and 1970's
- Challenges for the Future

I. World Expansion

A. Goal:

Students will understand the role of the United States and our relationship to the Third World countries.

Objectives:

Students will

1. Identify the reasons why America wanted to expand its boundaries.
2. Describe the effects of the Spanish-American War on America's imperialism.
3. Explain America's relationship with other countries (particularly Latin America) at the beginning of the 20th century.

II. The Progressive Era

A. Goal:

Students will understand the progressive movement.

Objectives:
Students will
1. Outline the major reforms of the progressive movement.
2. Distinguish between the progressive movement and the Populist Era of the 1880's.

III. World War I

A. Goal:
Students will understand the major role that the United States took in World War I.

Objectives:
Students will
1. List social and political causes of World War I.
2. Explain America's role in the war.
3. Identify the effects of World War I on America and the world.
4. Identify major countries and boundary changes caused by World War I.

IV. The Twenties

A. Goal:
Students will understand the political and social problems facing America during the 1920's.

Objectives:
Students will
1. Identify the postwar social, political, and economic problems facing America.
2. Explain why America went into a period of isolation after the war.
3. Identify the changing role of women that occurred in the 1920's.

V. The World Depression

A. Goal:
Students will discover the causes and effects of the Great Depression.

Objectives:
Students will
1. Explain the major causes of the Great Depression.
2. Describe how government programs started to ease the Great Depression.
3. Explain the effects of the Great Depression on America.

VI. World War II

A. Goal:

Students will understand how the United States entered World War II.

Objectives:

Students will

1. Describe the international affairs which caused America to shift from their feeling of isolationism to world involvement.
2. List the social, economic, and political causes of World War II.
3. Explain America's role in World War II.

VII. American Foreign Policy in Post World War II

A. Goal:

Students will understand why the United States must stop the spread of communism.

Objectives:

Students will

1. Identify the problems facing America as a result of the communist "take over" in European countries.
2. Explain the origin of the "Cold War" and America's involvement with it.
3. Describe the causes of the Korean War.
4. Understand America's role in trying to contain communism in Europe, Asia, and Latin America.

VIII. Social, Political and Economic Conditions of America in the 1950's

A. Goal:

Students will understand the economic, political, and social problems facing America during the 1950's.

Objectives:

Students will

1. Explain America's reaction to communism.
2. Understand the effect of the affluent society and its impact on America.
3. Understand the problems created by the affluent society: growth of city, racial problems, and urbanization.

IX. Turbulent Times in America - 1960's - 1970's

A. Goal:

Students will understand the reasons for social reform in the United States.

Objectives:

Students will

1. Explain the civil rights movement of the 1960's and 1970's and the effects of the movement.
2. Explain the social problems of the 1960's and 1970's: assassinations, hippie movement, population, drugs and environment.
3. Understand the effects of the individual rights movement on American society.
4. Identify challenges to the American political system in the 1960's and 1970's.

X. America's Role in the World in the 1960's and 1970's

A. Goal:

Students will need to understand the necessity for arms control.

Objectives:

Students will

1. Understand that America's position as a leader of the free world was challenged in Vietnam, Cuba, the Mideast, China, Russia, Europe, and Africa.
2. Explain America's involvement in the arms race.
3. Understand the interdependence of the nations of the world and America's role in it.

XI. Challenges for the Future

A. Goal:

Students will realize that there are many future problems to solve.

Objectives:

Students will

1. Identify America's role in a world of advanced technology.
2. Identify their role in meeting the challenges of America in the future.

015.1101

AMERICAN GOVERNMENT

Philosophy

Citizen participation in public life is essential for the health of our democratic system. Effective social studies programs help prepare students to identify, understand and work to solve problems that face our increasingly diverse nation and interdependent world organization. A well designed social studies curriculum:

- Begins in preschool and continues throughout formal education and includes a range of related electives at the secondary level.
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- Includes observation of and participation in the school and community as part of the curriculum.
- Deals with critical issues in the real world.
- Prepares students to make decisions based on American principles.
- Demands high standards of performance and measures student success by means requiring more than the memorization of information.
- Helps students realize the social, political and economic reasons that caused people to immigrate to America in the late 1800's.
- Helps students realize the social, political, and economic effects of the immigration movement in America.
- Helps students understand the role of labor unions in America.
- Depends on innovative teachers broadly prepared in history and the humanities, social sciences, and in educational theory and practice.
- Involves community members as resources for program development and student involvement.
- Leads to citizenship participation in public affairs.
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A curriculum with such a design contributes not only to the development of students' capacity to read and analyze, but also to their ability to link knowledge and skills with an understanding of and commitment to democratic principles and their application.

In addition to the above curriculum design, an effective social studies program would promote

1. Informed citizens who are aware and involved with solving local, state, national and world problems.

2. The acquisition of knowledge in the social studies by understanding the various disciplines of the social sciences; (i.e., anthropology, history, geography, government, economics, psychology, and sociology).

3. The development of study skills for functioning effectively in a complex society. Such study skills include data gathering, intellectual skills, interpersonal skills and decision making.

4. The appreciation of values for effective citizenship. Such values include justice, equality, responsibility, freedom, diversity, and privacy.

015.1101

AMERICAN GOVERNMENT

Course Description

American Government is a full year study of the structures, processes and issues of national, state and local government. The course gives emphasis to the responsibilities and rights of citizenship, the skills necessary for critical thinking, and the knowledge appropriate for wise decision making. National government is the focus of one semester. State and local governments are stressed during the second semester.

Critical Components

- Government: Definition, Formation, and Function
- Comparative Forms of Government
- Politics: Citizenry and Government
- The Legislative Branch of Federal Government
- The Executive Branch of Federal Government
- The Judicial Branch of Federal Government
- State and Local Government
  - -Legislative and Executive Branches of Idaho State Government
  - -County Government in Idaho
  - -City Government in Idaho
  - -School and Special Districts in Idaho
  - -The Idaho State Judiciary System

I. Government: Definition, Formation, and Function

A. Goal:

Students will define government and understand how it functions.

Objectives:

Students will

1. Understand that people normally live in organized groups of societies that require rules for their existence.
2. Explain how governments came to be established.
3. Give a basic definition of government.
4. Understand the basic functions of government.

II. Comparative Forms of Government

A. Goal:

Students will understand the differences between a democracy and a totalitarian form of government.

Objectives:

Students will

1. Identify the geographical distribution of governmental power within the nation (federalism unitarism, and confederacy).
2. Identify the relationship between the Executive and Legislative branches of government (presidential and parliamentary).
3. Know who may participate in the governmental process (dictatorship and democracy).

III. Politics: Citizenry and Government

A. Goal:

Students will understand effective citizenship roles and responsibilities.

Objectives:

Students will

1. Know the qualifications for voting.
2. Understand the election process.
3. Identify the nature of campaigns, campaign strategies, and identify campaign propaganda.
4. Analyze the role of political parties in American government.
5. Predict voting patterns and trends in the U.S.
6. Understand the role of private and public interest pressure groups on public policy.

IV. The Legislative Branch of Federal Government

A. Goal:

Students will understand the role of the legislative branch of our federal government.

Objectives:

Students will

1. Examine Article I and related amendments of the U.S Constitution and understand the structure and powers of the legislative branch. Explain the organization and procedures of both houses of Congress.
2. Describe checks and balances as they relate to the legislative branch.
3. Analyze contemporary national issues and evaluate Congressional efforts and their own ideas for dealing with them.
4. Identify their Congressmen and understand his/her role in the constituent representative relationship.

V. The Executive Branch of Federal Government

A. Goal:

Students will understand how the executive branch of the federal government operates.

Objectives:

Students will

1. Examine Article II and related amendments of the U.S. Constitution and understand the requirements for the presidency and the structure and powers of the executive branch.
2. Identify and explain the steps involved in nominating and electing the President.
3. Describe checks and balances as they relate to the executive branch.
4. Analyze contemporary national issues and evaluate efforts by the executive branch and his/her own ideas for dealing with them.
5. Identify American foreign policy - past, present and the role of the U.S. in an interdependent world.

VI. The Judicial Branch of the Federal Government

A. Goal:

Students will understand the powers and duties of our judicial branch of government.

Objective:

Students will

1. Examine Article III of the U.S. Constitution and understand the structure and jurisdiction of the U.S. Supreme Court and other courts that comprise the national judiciary system.
2. Examine the Bill of Rights and the 14th Amendment of the U.S. Constitution and understand the role of the Supreme Court in interpreting them.
3. Know their civil liberties as interpreted and defined by the U.S. Supreme Court.
4. Explain checks and balances as they relate to the judicial branch.
5. Analyze contemporary constitutional issues and evaluate Supreme Court decisions.

VII. Legislative and Executive Branches of Idaho State Government

A. Goal:

Students will understand how Idaho State government functions.

Objectives:

The students will

1. Have a knowledge of the relationship between the national government and state government.
2. Explain the organization and powers of the Idaho State Legislature.
3. Explain the organization and powers of the executive branch of Idaho State Government.
4. Describe checks and balances between the branches of Idaho State Government.
5. Analyze contemporary state issues and determine his/her views on these issues.
6. Identify the elected officials of his/her executive branch, legislative district, and understand his/her role in the constituent-representative relationship.

VIII. County Government in Idaho

A. Goal:

Students will understand how county governments operate in our state.

Objectives:

The students will

1. Understand the relationship between state and county governments.
2. Explain the organization, powers, and services of county government.
3. Understand sources of revenue and expenditures of county government.
4. Analyze contemporary county issues and formulate his/her views on them.
5. Identify the elected officials of county government.

IX. City Government in Idaho

A. Goal:

Students will realize that each city is operated by elected and appointed officials.

Objectives:

Students will

1. Understand the relationship between state, county, and city governments.
2. Explain the alternative forms of city governments, their organizations, powers and services.
3. Understand sources of revenue and expenditures of city government.
4. Analyze contemporary issues in their community and formulate his/her view on them.
5. Identify elected officials of city government.

X. School and Special Districts in Idaho

A. Goal:

Students will understand how special districts operate.

Objectives:

Students will

1. Understand the relationship between levels of government, school and special district governments.
2. Explain the organization powers and services of school and special district governments.
3. Analyze contemporary issues facing schools and special district governments and identify his/her views of them.
4. Identify elected officials of their school and special district governments.

XI. The Idaho State Judiciary System

A. Goal:

Students will understand how the Idaho state judicial system operates.

Objectives:

Students will

1. Comprehend the dual court system in the U.S. and the relationship between state and federal courts.
2. Understand the structure and jurisdiction of each level in Idaho court system.
3. Analyze civil and criminal court procedures.
4. Understand his/her citizenship rights and responsibilities in the justice system.

015.1101

ECONOMICS

Philosophy

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3. The development of study skills for functioning effectively in a complex society. Such study skills include data gathering, intellectual skills, interpersonal skills and decision making.

4. The appreciation of values for effective citizenship. Such values include justice, equality, responsibility, freedom, diversity, and privacy.

015.060

ECONOMICS

Course Description

Economics involves a study and application of decision making in personal and societal affairs in order to satisfy needs and wants with limited resources that have alternative uses. In addition, the student must have an understanding of the theories and principles of economics that make the free enterprise system work in our society. This is a one-half unit course.

Critical Components

In order to satisfy the state graduation requirement, an economic course must deal significantly with:

- Fundamental Understanding of Economics
- Economic Systems
- Market Structure
- Consumer Rights and Responsibilities
- Business Organizations
- Consumer Spending
- Money and Banking
- Consumer Borrowing and Buying on Credit
- Consumer Saving and Investing
- Consumer Insurance
- Supply and Demand
- National Economy
- Government Spending and Taxation
- Corporate Economic System
- International Trade

I. Fundamental Understanding of Economics

A. Goal:

Students will understand the meaning of economics.

Objectives:

Students will

1. Identify and apply the economic concepts of scarcity and unlimited wants.
2. Explain opportunity costs and trade-offs.
3. Analyze the factors of production (land, labor, capital, and entrepreneurship).
4. Distinguish between goods and services.
5. Identify and use the steps of a rational decision making process.

II. Economic Systems

A. Goal:

Students will understand various economic systems.

Objectives:

Students will

1. Define the basic economic systems - traditional, command market, and mixed.
2. Recognize the basic economic questions all systems must answer:
   a. What to produce?
   b. How to produce?
   c. For whom to produce?
3. Know the motivating forces behind each system.
4. Categorize world economics correctly.

III. Market Structure

A. Goal:

Students will understand the benefits of the free enterprise system.

Objectives:

Students will

1. Identify the market structures of pure competition, oligopoly, monopoly, and monopolistic competition
2. List the characteristics of the free enterprise system.
3. Recognize the reasons given for the free enterprise system.

IV. Consumer Rights and Responsibilities

A. Goal:

Students will identify consumer rights and responsibilities.

Objectives:

Students will

1. Know the origins of the consumer movement.
2. Identify the rights and responsibilities of a consumer, including consumer laws.
3. Identify private and public consumer protection agencies at the local, state and federal level.
4. Gather and apply consumer information from a variety of information modifications to the market system in regard to price supports, welfare, medicare, food stamps, minimum wages, and social security, etc.

V. Business Organizations

A. Goal:
Students will understand the basic factors of production.

Objectives:
Students will
1. Compare and analyze the advantages of proprietorships, partnerships, and corporations.
2. Explain how the basic factors of production are allocated.
3. Know the meaning of productivity and how it applies to him/her.

VI. Consumer Spending

A. Goal:
Students will understand needs and wants.

Objectives:
Students will
1. Distinguish between wants and needs in the use of scarce resources.
2. Develop a budget as a means of planning and controlling the use of money to attain personal goals.
3. Demonstrate the ability to rationally use scarce resources to obtain food, clothing, housing and transportation.
4. Analyze the role advertising plays in consumer decisions.
5. Identify how information from labels, warranties, standards, grades, etc., can be used in making informed choices.

VII. Money and Banking

A. Goal:
Students will understand the functions of banks.

Objectives:
Students will
1. Define money and explain its functions.
2. Identify the different types of banking institutions and the services of each.
3. Demonstrate the ability to write a check, fill in deposit slips, endorse a check, and balance a checkbook.
4. Understand the federal reserve system and realize how it affects the money supply.

VIII. Consumer Borrowing and Buying on Credit

A. Goal:

Students will understand the phrase "buying on credit."

Objectives:

Students will

1. Comprehend the part credit plays in the national economy.
2. Identify sources of credit and costs of each.
3. Recognizes individual responsibility in the use of credit, the effect it has on personal credit ratings, and bankruptcy.
4. Know how to establish a good credit rating.

IX. Consumer Savings and Investing

A. Goal:

Students will realize the importance of a good savings program.

Objectives:

Students will

1. Understand the impact savings has on the national economy.
2. Identify reasons for a personal savings plan.
3. List advantages and disadvantages of various savings plans.
4. Recognize the variety of investment plans and opportunities that exist.

X. Consumer Insurance

A. Goal:

Students will realize the importance of adequate insurance coverage.

Objectives:

Students will

1. Recognize the functions of insurance as a risk sharing and protective device for the individual and the family.
2. Identify the types of insurance coverages available.
3. Determine the insurance that is best suited for personal need.

XI. Supply and Demand

A. Goal:

Students will understand the laws of supply and demand.

Objectives:
Students will
1. Understand the laws of supply and demand.
2. Realize how prices are determined by supply and demand.

XII. The National Economy

A. Goal:
Students will understand the factors of our national economy.

Objectives:
Students will
1. Recognize how the nation's economic performance is measured.
2. Know and analyze the causes of business cycles.
3. Assess how government policies impact economic growth.
4. Know the types of unemployment and inflation and the causes of each.
5. Distinguish between monetary and fiscal polic supply-side and Keynesian economics and how th y affect our economy.

XIII. Government Spending and Taxation

A. Goal:
Students will understand the necessity f,r a fair tax program.

Objectives:
Students will
1. Identify the purposes of taxation.
2. Recognize the basic types of taxes (e.g., property, sales, income, excise, and corporate).
3. Analyze the differences between regressive, progressive, and proportional taxes.
4. Prepare federal and state income tax forms with supporting forms and schedules.

XIV. Corporate Economic Systems

A. Goal:
Students will be able to compare various economic systems.

Objectives:
Students will
1. List and classify different economics of the world.
2. Identify and compare the characteristics of different economics.

XV. International Trade

A. Goal:

Students will understand the importance of international trade.

Objectives:

Students will

1. Understand the principles and practices of international trade.
2. Identify the problems of economic growth in Third World nations and its impact on the nations of the world.

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